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**Educ 533**

**Learning Task Analysis**

**Learning Goal**

Through the writing process, students will use a non-traditional format of writing to explain a concept from a content area to increase motivation and interest in writing.

**Types of Learning and Educational Objectives**

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| Facet | Overarching Understanding Desired | Objectives |
| Explanation | Students will explain an important concept (of their choosing) from a recent content area unit. | 1. Students will brainstorm a list of concepts from the content-area unit and choose one of the concepts. 2. Students will write an explanation of the concept. |
| Interpretation | Students will examine various content area and genre materials to prepare information about a concept which will be explained as a comic. | 1. Students will research their concept to identify different ways in which the information is presented. 2. Students will read and explore comics and graphic novels to familiarize themselves with the text features and characteristics of the comic format. |
| Application | Students use the writing process to plan, design, and write a comic that explains their concept. | 1. Students will prepare a storyboard that shows their writing plan. 2. Students use their storyboard to write a draft of their comic. 3. After revision and editing, students prepare a final version of their comic to publish for others to read. |
| Perspective | Students will take on the role of writer, editor, and reader to experience the many perspectives involved in writing. | 1. Students will read, revise, and edit their own work. 2. Students will read and suggest revisions for their classmates’ comic. |
| Empathy | Students will imagine themselves as the diverse learners that will read their comic in order to meet the needs of their audience. | 1. Students will discuss possible difficulties readers might have in understanding their concept. 2. Students will prepare a plan for how they will think about audience as they complete their comic. |
| Self-Knowledge | Students will reflect upon their use of the writing process, learning, and accomplishments in a writer’s notebook throughout the unit. | 1. Students will write a reflection or respond to questions each day about their learning, difficulties, and progress in their writer’s notebook. |

**Prerequisite Skills, Knowledge, and Beliefs**

* Knowledge of concepts from the completed content area unit
* Reading Skills: choosing books at the appropriate reading level
* Basic writing skills: drawing pictures and writing to express an idea
* Previous experience with writing to explain
* Basic understanding and previous use of the writing process